

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	Place date stamp here. <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> 2014 JAN 23 PM 12:20 Texas Education Agency </div>
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name La Fe Preparatory School	Vendor ID # 74-2991952	Mailing address line 1 1314 Yandell	
Mailing address line 2	City El Paso	State TX	ZIP Code 79903
County-		US Congressional	
District # Campus number and name 071807 La Fe Preparatory School	ESC Region # 19	District # 16	DUNS # 196988815

Primary Contact

First name Robert	M.I. 	Last name Gonzales	Title Chief Operations Officer
Telephone # 915-534-7979	Email address Robert.gonzales@lafe-ep.org	FAX # 915-534-7601	

Secondary Contact

First name Raquel	M.I. P.	Last name Fraga	Title Superintendent
Telephone # 915-534-7979	Email address rfraga@lafeprep.org	FAX # 915-534-7601	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Robert	M.I. 	Last name Gonzales	Title Chief Operations Officer
Telephone # 915-534-7979	Email address Robert.gonzales@lafe-ep.org	FAX # 915-534-7601	
Signature (blue ink preferred)		Date signed	

01/22/2014

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	X	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	X	<input type="checkbox"/>
9	Supplies and Materials (6300)	X	<input type="checkbox"/>
10	Other Operating Costs (6400)	X	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		
Part 2: Acceptance and Compliance		

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with <u>all General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.	N/A	N/A	N/A
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The program that La Fe Preparatory School plans to deliver includes a culture of support, encouragement, and resources being utilized effectively for the purpose of student academic success and teachers that are prepared for 21st Century Learning and teaching. The program will recruit highly qualified teachers from the accredited teacher preparation program at the University of Texas at El Paso, the Educator Program from ESC Region 19, and/or experienced teachers with a proven track record of academic excellence. Candidates will be qualified to serve the needs of English Language Learners who represent 77.4% and 94% of economically disadvantaged students of the school's population. This data is from the 2011-2012 TEA, AEIS report. The teachers will be provided with professional development and comprehensive training focused on addressing the instructional needs of at risk students including learner centered principals, sheltered instruction, differentiated instruction and high levels of student engagement.

In the evaluation of newly recruited teachers, multiple data points will be used to create a summative appraisal. Teachers will use highly collaborative process with a mentor teacher using co-planning, co-teaching, modeling, peer observations and the reflective process. Teachers will use universal screening diagnostics to determine baseline data and identify specific student needs. Teachers will measure student progress throughout the year during benchmark periods. This data will be aggregated into the summative appraisal, including administrative walkthrough observations. In the collaborative planning process, all of the varied measures will be used to assess teachers' needs for professional development and sustained collaboration. These measures will include student progress, mentor teacher feedback, analysis of student products, observation and evaluation data.

The funding will be used to recruit effective mentor teachers experienced in teaching at risk populations. The school will recruit an instructional coach to coordinate the collaboration and planning between mentor teachers and new teachers. The alignment of the academic standards to the pedagogical standards that address specific needs of the economically disadvantaged students.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Training will include distinguishing between modifications and accommodations, understanding English Language Learners, Understanding readiness and supporting standards as well as processing standards, trainings for mentor teachers, stipend for mentor teachers for their work after the school day in preparing the new teacher to be instructionally sound and answer any questions, etc., Mentee training costs for conferences and training sessions, Dual Language training, classroom management training, Sheltered Instruction training, English Language Proficiency Standards training, Effective use of diagnostics, aligning digital learning, etc.

Trainings may be local, however if there are trainings that are not offered locally but are aligned with the goals and vision of the school, the opportunity to attend as a group or trainer of trainers would be beneficial for the campus and its students.

The retention of highly qualified teachers is assured through the comprehensive professional development. Retention will also be assured through the support the teachers will receive in understanding the standards, unpacking the TEKS to be able to identify cognitive demand and concept based learning. Teachers will work in collaboration through collaboration with mentor teachers and instructional coach to identify resources and instructional strategies to incorporate into common planning. Applying the professional teaching and learning cycle developed by SEDL, teachers will implement comprehensive lessons, gather data from formative assessments and student products and reflect with mentors and instructional coach. During the reflection process, teachers will identify areas of strength and areas of need for additional professional development. The program will have milestones through quarterly reporting periods where student data will be analyzed disaggregated by student expectation and used to identify targeted areas for intervention with students. Milestones will also include evaluation of administrative support to ensure that teachers' success. Administrative support will include master schedule to allow for common planning, mentoring, classroom observations, reflection, conferencing and co-teaching.

The instructional coach will identify teachers that have the potential for becoming instructional coaches and guide them through the process of becoming master teachers. They will model the roles and responsibilities of instructional coach. Through their collaboration with teachers, they will share practices that include collaborative planning, conducting classroom observations, co-teaching, and reflective questioning.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 071807				Amendment # (for amendments only): N/A					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016									
Fund code: 429									
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)		Year 2 (9/1/14 – 8/31/16)			Total Budgeted Costs	
			Direct Program Costs	Direct Admin Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs		
Schedule #7	Payroll Costs (6100)	6100	\$92,000	\$0	\$92,000	\$0	\$0	\$92,000	
Schedule #8	Professional and Contracted Services (6200)	6200	\$10,000	\$0	\$10,000	\$0	\$0	\$10,000	
Schedule #9	Supplies and Materials (6300)	6300	\$16,000	\$0	\$16,000	\$0	\$0	\$16,000	
Schedule #10	Other Operating Costs (6400)	6400	\$20,000	\$0	\$20,000	\$0	\$0	\$20,000	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	\$0	\$0	\$0	
Total direct costs:			\$138,000	\$0	\$138,000	\$0	\$0	\$138,000	
Percentage% indirect costs (see note):			N/A	\$0	\$0	\$0	\$0	\$0	
Grand total of budgeted costs (add all entries in each column):			\$138,000	\$0	\$138,000	\$0	\$0	\$138,000	
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1		Year 2				
			\$138,000		\$138,000				
Percentage limit on administrative costs established for the program (10%):			x .10		x .10				
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:			\$138,000		\$138,000				

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Texas Education Agency Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 071807			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
15	Instructional Coach	1		\$65,000	\$65,000
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$65,000	\$65,000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay			\$	\$
20	6119 Professional staff extra-duty pay			\$27,000	\$27,000
21	6121 Support staff extra-duty pay			\$	\$
22	6140 Employee benefits			\$	\$
23	61XX Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$27,000	\$27,000
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$92,000	\$92,000

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

For TEA Use Only	
Changes on this page have been confirmed with: Via telephone/fax/email (circle as appropriate)	On this date: By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 071807

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description			Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land		\$	\$
	Specify purpose:			
6299	Contracted publication and printing costs (specific approval required only for nonprofits)		\$	\$
	Specify purpose:			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			\$	\$
Professional Services, Contracted Services, or Subgrants Less Than \$10,000				
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Facility Rental – All services – for two staff developments	<input type="checkbox"/>	\$10,000	\$10,000
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$10,000	\$10,000
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000				
Specify topic/purpose/service:			<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:				
Contractor's Cost Breakdown of Service to Be Provided			Year 1	Year 2
1	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:			\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 071807

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 071807		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$	\$
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$	\$
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$
(Sum of lines a, b, c, and d) Grand total		\$10,000	\$10,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 071807					Amendment number (for amendments only):		
Expense Item Description							
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
5				\$			
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$16,000	\$16,000
Grand total:						\$16,000	\$16,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 071807		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$20,000	\$20,000
	Specify purpose: In-State Travel for Staff Development		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$20,000	\$20,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 071807			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 071807			Amendment # (for amendments only):		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:			274		
Category	Number	Percentage	Category	Percentage	
African American	0	0%	Attendance rate	95.7%	
Hispanic	271	99%	Annual dropout rate (Gr 9-12)	N/A	
White	4	1%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	68%	
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	32%	
Economically disadvantaged	258	94%	Students taking the ACT and/or SAT	N/A	
Limited English proficient (LEP)	211	77.4%	Average SAT score (number value, not a percentage)	N/A	
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	N/A	
Comments					
As stated in the Frequently Asked Questions section of the guidelines, the information about the demographics of both the students and the teachers is taken from the PEIMS snapshot 2013 Fall Data Collection.					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	N/A
Hispanic	20	91%	Bachelor's degree	22	100%
White	2	9%	Master's degree	0	N/A
Asian	0	0%	Doctorate	0	N/A
1-5 years exp.	21	96%	Avg. salary, 1-5 years exp.	\$40,140	96%
6-10 years exp.	1	4%	Avg. salary, 6-10 years exp.	\$45,792	4%
11-20 years exp.	0	0%	Avg. salary, 11-20 years exp.	DNA	N/A
Over 20 years exp.	0	0%	Avg. salary, over 20 years exp.	DNA	DN/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	32	32	32	32	30	30	32	32	23						275
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	32	32	32	32	30	30	32	32	23						275

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	2	2	2	2	2	2	2	2	2						18
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	2	2	2	2	2	2	2	2	2						18

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There is a need to hire highly qualified teachers in south El Paso, where La Fe Preparatory School is located. The campus currently struggles to retain a stable staff because of its limited resources in providing a competitive salary and in providing quality professional development. There is a need to provide ongoing job embedded professional development, a mentor program for teachers, and the academic support of instructional specialists. The programs that are currently in place include a partnership with the University of Texas at El Paso that provides three intern teachers that are currently assigned to teachers with three plus years. The campus is only able to provide mentorship from six teachers with three or more years of experience teaching. These six teachers provide mentorship to twelve new teachers. The campus added a seventh grade this year and had to hire new teachers to fill the seventh grade classes as well as fill seven additional vacancies due to teachers leaving for larger districts. These mentor teachers that are assigned to the new teachers are currently not participating in any kind of mentor training program. There is a need to train teachers to be mentors ideally by means of an instructional coach who can lead the collaborative process through a professional learning community.

Currently the campus focuses on the recruiting of qualified teachers as the first priority. Once the campus has secured its staff, administration collaborates with Education Service Center Region 19 to provide professional development opportunities in critical areas of content and pedagogy based on most current adoptions or revisions to the TEKS. Once the teachers have received professional development at the beginning of the school year, the assistant principal and principal work with the teachers during their conference periods as a professional learning community to support teachers with unit planning, analysis of student data, and differentiating instruction for all students.

There is a need to employ an instructional coach that could focus on supporting the teachers in developing and strengthening content knowledge and pedagogy. The campus can also benefit from an instructional coach that can provide job embedded professional development which consists of co-planning, co-teaching, modeling, providing TEKS studies, reviewing student data and student products, administering diagnostics, disaggregating diagnostic data, and

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 071807

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Hiring and Retaining Highly Qualified Teachers	The grant program will provide the school the opportunity to offer potential candidates with stipends for serving special populations such as ELL and SPED. The grant will also provide incentives to new teachers to develop professional skills to become mentor teachers and instructional coaches.
2.	Professional Development Training	The grant program will provide the campus with funds to secure qualified substitute teachers in order for teachers to receive onsite and offsite professional development as determined by student academic needs.
3.	Instructional Coach	The grant program will give the campus resources in order to recruit and retain a highly qualified instructional coach to support teachers in the core academic programs. The instructional coach will lead the collaboration among all teachers at the campus to include job embedded professional development strategies such as TEKS studies, data analysis, co-planning, co-teaching, mentoring, classroom observations, and reflection.
4.	Mentor Teacher Training and Development	The grant program will provide resources so that the campus may develop a mentor training program that offers teachers a stipend for their participation in this program.
5.	Leadership Development and Training	The grant program will also provide training opportunities for the principal and assistant principal in data driven decision making, teacher appraisal, teacher documentation, coaching and mentoring, creating a master schedule, and using effective documentation. Cognitive coaching, administrative support of ELLS is also a priority in training the administrative team.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Principal	Masters Degree in Education Leadership, Principal Certification
2.	Assistant Principal	Masters Degree in Education Leadership, Principal Certification
3.	Instructional Coach	EC-6 Bilingual Certified, Three years of experience as an instructional coach. Knowledge of special populations including ELL, ED, SPED, Hispanic.
4.	Highly Qualified Teachers	Minimum of a Bachelor's Degree in Education. Certified EC-6 Bilingual with a desire to become a mentor teacher and an instructional coach.
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	To secure highly qualified teachers.	1. Complete the recruiting process	04/01/2014	06/30/2014
		2. Provide Beginning of year professional development	07/01/2014	07/31/2014
		3. Fall Semester Walkthrough documentation	09/01/2014	12/21/2014
		4. Spring Semester Walkthrough documentation	01/07/2015	04/16/2015
		5. Summative Appraisals	04/20/2015	05/08/2015
2.	Hire Instructional Coach	1. Recruiting	06/02/2014	06/30/2014
		2. Complete the development of a school year plan for collaboration.	07/01/2014	07/31/2014
		3. Student Diagnostic data MOY in Reading and Math	12/15/2015	12/19/2014
		4. Benchmark Data Analysis	01/26/2015	01/30/2015
		5. End of year Diagnostic data analysis	04/20/2015	06/26/2015
3.	Provide leadership development and training to Principal and Assistant Principal	1. Complete training in the teacher appraisal process	07/01/2014	07/31/2014
		2. Understanding special populations	07/07/2014	07/31/2014
		3. Training in effective instructional leadership	07/01/2014	07/31/2014
		4. Administrative Appraisal	07/01/2014	07/31/2014
		5. Using data in the Continuous Improvement Process	07/01/2014	08/31/2016
4.	Development of a teacher mentor program and providing training to teachers to become mentors	1. Identifying qualified teachers as mentors	08/01/2014	08/31/2016
		2. Training on mentorship	08/01/2014	08/31/2016
		3. Training on job embedded strategies	08/11/2014	08/31/2016
		4. Using data to drive instruction	08/11/2014	08/31/2016
		5. Understanding the evaluation process	08/11/2014	08/31/2016
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process and procedures in place by which La Fe Preparatory School for monitoring the attainment of goals and objectives includes the campus improvement plan that is reviewed quarterly for goals attained and those goals that were not or have not been attained as being brought to discussion, evaluated and decisions on steps that need to be taken in order to be able to reach the goals that were put in place based on campus needs, yet not attained. The campus improvement plan is a living document that is completed and approved by the board, the campus improvement team updates, revises, and ensures compliance of the goals and objectives set forth on the plan for the year. The campus improvement team meets monthly and reviews the campus improvement plan quarterly. Minutes on the meetings is kept in a binder by administration for documentation purposes. The campus improvement team consists of administration, teachers, parents, and community members.

Binders are also maintained by the administrative team regarding informal walkthroughs, and formal observations. Student notebooks/reflective journals are reviewed periodically for set goals and objectives by grade level. Documentation regarding student product quality as well as follow up with teacher is documented for purposes of improving student products and lesson delivery.

Data analysis is collected from the standardized tests from the year prior for STAAR, TELPAS, TPRI and Tejas Lee.

Beginning of year, middle of year, and end of year data is collected from benchmarks and mock exams as well as the yearly collection of such data from TPRI and Tejas Lee. Included in the data collection is DRA and EDL at the campus.

Professional Learning Community meetings are held every Monday during the teacher's conference periods by grade level. At these meetings, ongoing data analysis, review of student products, TEKS and curriculum goals are discussed.

Needs as well as attainments are discussed openly in a non-threatening environment in which collaboration and team work is evident. Documentation of meetings is maintained as evidence of progress monitoring.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student diagnostics in reading and mathematics	1.	Think Through Math and Reasoning Mind
		2.	I-Station
		3.	DRA/EDL
2.	Walkthrough Observation Data	1.	Student Engagement
		2.	Time on Task
		3.	Learner Centered Instruction
3.	State Assessment Data	1.	Index 1 Student Achievement
		2.	Index 2 Student Growth Measure
		3.	Index 3 Closing the Achievement Gap
4.	Instructional Coach Observation Protocol	1.	Planning units
		2.	Collaborative Teaching
		3.	Reflection Journal
5.	Teacher Appraisal	1.	Walkthroughs
		2.	Teacher Portfolios
		3.	Student Products

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The evaluation design will include campus needs assessment which includes student data on academic achievement, standardized testing achievement, language acquisition achievement, attendance and discipline. The evaluation will also clearly define the vision of the school and the direction that it is taking to reach the vision as well as the program design that it follows such as Dual Language. With the program design clearly in place, the trainings, updates, and mentoring direction will also take shape. The participants for the program include the new teachers as mentees, the experienced teachers as the mentors, the instructional coach and administration.

The informal and formal walkthroughs will include an observation and feedback form in which the administrator and the teacher sign as evidence of data collected, reviewed and corrective action taking place where applicable in order to achieve the targeted outcomes on student success and teacher retention. The informal observation includes a collection of data regarding students in their participation in the learning process and learner centered instruction. It also includes the observable behaviors from the teacher with regards to student management, feedback, monitoring, assessment, classroom management, lesson delivery, targeted TEKS, etc. If further, targeted training is needed, the teacher will be

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The components of the induction system will include the hiring of highly qualified individuals for the classroom teacher positions. The mentorship will include an instructional coaching program in which the instructional coach coordinates trainings based on campus needs as well as individual grade level or teacher needs in order to master the requirements of the classroom to ensure student success. The training will also include an awareness and understanding of the special populations of the campus which include ELL, ED, SPED, Hispanic as areas that are most at risk. As part of the induction system, motivational and inspirational guest speakers should be included that relate to these difficult and challenging backgrounds and despite the challenges they faced, they still managed to complete their college and career goals. They can share the stories of which teachers made a difference and what helped them in the school system to persevere.

The instructional coach will be as master teacher and will assist administration in identifying mentors from the teachers at the campus that meet the criteria. A criteria for mentor teachers will be established by administration and the instructional coach. Mentor stipends will be included for the after school meetings, planning that will be set for the mentor and mentee to collaborate and debrief, as well as for the extra planning that the mentor teacher will be required to have in order to prepare the mentee for classroom success. Mentor/Mentee teams will be allowed time during the day to either vertically or grade level plan and review data as well as have observation times in which they visit each other's classroom and provide feedback on expectations and outcomes. They may also be allowed time to visit with other teachers at the campus or outside of the campus and collect their observation data and bring back to debrief and incorporate into the mentorship and planning period.

As part of the induction system, mentors as well as mentees will be expected to attend trainings that may be held at the Education Service Center Region 19, the University of Texas at El Paso, other districts may invite to attend specific conferences, and other opportunities for targeted trainings that may be brought in locally or may be outside of the El Paso area. Costs for the trainings as well as substitutes, where applicable will be covered by the grant.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

The instructional coach will also be required to maintain his/her advanced knowledge and understanding of curriculum by attending the necessary updates and trainings. Again, if cost is applicable, cost for the training sessions would be paid by the grant.

Documentation of trainings, questions, collaboration, planning, debriefing, observations will be maintained.

Administrative walkthroughs both informal and formal will also be maintained alongside conference data and signatures. Reflective journals will be maintained by both the mentor and mentee and a teacher portfolio for the year will be maintained.

Policies, procedures, expectations, projected student outcomes, discipline and classroom management, classroom observations, personal professional development growth, empowerment and leadership development, continuous feedback and collaboration are all components of the induction system.

The preparation of new teachers to succeed is paramount. When teachers understand the population of the school they serve, as well as are provided with a comprehensive training, they are very likely to succeed. The training should include strategies on how to reach and understand the school special populations that they serve. When new teachers are provided with a strong foundation of support and training, they are well on their way towards student academic success as well as their own professional success. With the appropriate professional collaboration and network opportunities, new teachers will feel empowered and not isolated. The chances for retention of these highly qualified professionals increases which in turn assists the campus with stability and success and most importantly, ensures the student success outcomes.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The steps taken in conducting multiple observations include documentation maintained by the administrative team and the instructional coach. The administrative team documentation includes both the informal walkthrough observations as well as the formal observation for the annual summative. Feedback and goal setting will also be maintained by the administrative staff on each individual teacher. Conference notes and goals will be documented alongside the follow through and data results from student performance on diagnostics, benchmarks, and state assessments.

Instructional Coach will maintain documentation with regards to faculty/staff training and professional development. Logs on professional learning communities and the targeted goals for each meeting, agenda, and items discussed. Collaboration times and outcomes for mentor/mentee. Resources checked out to teachers for lesson delivery. Outcomes of support provided, modeling classroom lesson delivery, and student progress with ongoing data collection.

Student growth will be monitored at beginning of year, middle of year, and end of year. Response to intervention and additional testing where appropriate will be documented and followed through. Teachers will be provided with opportunities for self- assessment as to where they are at instructionally and what support they would like to receive and in what areas they feel they need more assistance in their professional growth.

Another valuable source of data is a school climate survey which would include informational data from the students, the teachers, administration, as well as the parents of the students. This data will also assist the campus school improvement team with valuable insight as to what is working in the classrooms and school climate and what can be improved upon with the goal of assisting with student success initiatives.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The formal evaluation process will include assessment of the observed domains including student engagement and learning, self-directed learning, teacher engagement of targeted students, higher level student thinking and students successful in learning. It will also include evidence of appropriate goals and objectives, questioning and, varied and differentiated instructional strategies, the use of technology applications. Evidence that learning is monitored, assessment is appropriate, feedback is provided, and constructive and re-teaching and re-evaluation are taking place.

The rubric will include quantitative and qualitative evaluations based on percentage of students that are impacted and the impact instruction has on student learning.

Evaluation process will also include student progress data from multiple sources including TPRI/Tejas Lee, DRA/EDL, I-Station, Think Through Math, Reasoning Mind, Student Reflective Logs, classroom assignments, student products, benchmark assessments, writing samples, running records, and student oral responses. Teachers will also have input into their formative and summative appraisals first by setting goals with the campus administrator for expected outcomes. Campus principal and Assistant Principal will be responsible for conducting all appraisals. They will be expected to complete nine documented walkthroughs per week per administrator which will result in every teacher having one documented walkthrough per week. These walkthroughs will take place during instructional time in each of the core academic areas for all self-contained teachers.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

As part of this grant, the campus will implement a master schedule that will facilitate regular

Weekly collaboration with grade level teams. Grade level teams will work in collaboration with the instructional coach to analyze student data, identify strengths and weaknesses, study the TEKS in order to develop common units of study to be implemented across the grade levels. Teachers will also identify instructional resources to be used in the implementation of the unit. Teachers will also work in collaboration to identify instructional strategies, practices, and differentiated activities to implement with the unit plans. Teachers will implement commonly developed unit plans in their classrooms and gather formative assessment data including student products anecdotal notes, writing samples, classroom assignments during the implementation of the unit. Teachers will reconvene in their collaborative teams to discuss data gathered during the implementation process and share pedagogical practices in order to strengthen the capacity of all team members. During the discussion, teachers will make decisions about adjustments to their instructional practices, identify areas of needed support and make decisions regarding identified professional development priorities. They will continue this collaborative cycle in the planning of subsequent units.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The campus will evaluate multiple sources of student performance data to identify strengths and weaknesses in classroom instruction. The review of these data sources will be used in the context of collaborative teams to identify where teachers are in need of additional support through identified professional development priorities. Professional development will be based on student outcomes that communicate the need for teachers to improve their understanding of specific content or where teachers need training in addressing the varied needs of all learners resulting in improved pedagogical practices in the classroom.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Improving students' performance and teachers' pedagogical growth is important in the school's overall academic performance and stability. Providing for a master schedule that includes regular and weekly collaboration opportunities will enable a more prescriptive instructional approach at targeting areas of need not only with regards to student individual needs but also for teachers to improve their lesson delivery by either addressing different learning styles or receive the training necessary to better understand the curriculum expectations and delivery of instruction. Having substitute teachers available for the scheduled meetings or trainings would allow for continued improvements during the school day.

Hiring an instructional coach for the purpose of providing training, and pedagogical leadership is very important to the organization. This individual will also be responsible to maintain documents regarding trainings, reviews of trainings, mentor/mentee collaboration meetings, professional learning communities, and any other conferences or trainings attended.

Teachers that obtain masters degrees while employed as teachers with bachelors degrees demonstrate an initiative for pedagogical leadership and should be compensated for having a masters degree and working towards becoming instructional leaders and mentors at the campus. Building leadership capacity within the organization is critical in retaining high quality teachers.

There is a shortage of highly qualified certified bilingual teachers that apply to the charter school. It is important to be competitive with other district salaries which include a bilingual stipend for teachers that have a bilingual certificate and serve in bilingual classrooms. By having this stipend, retention would also be encouraged as teachers would be less likely to seek out employment where compensation is greater, being that the organization's compensation would be competitive and would allow for improving teacher retention and recruitment of effective teachers that can support the campus towards its academic and pedagogical improvement.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Providing incentives for the purpose of implementing an early hiring practice is critical to the stability of staffing and professional development in preparation for the incoming school year. Including an early notification incentive for those who plan to resign or retire would also be very beneficial in the planning for the upcoming year. With this in place, La Fe Preparatory School will be better prepared to attend the teacher fairs with an early understanding of the need to fill vacancies and establish advertising for positions as well as interview early to ensure that we are on target with recruiting dates with the other districts.

Mentor teachers would receive a stipend for the extra duty and work hours that they will complete when they meet, plan, debrief, reflect with their mentee after the regular school day or before the regular school day begins. Securing release time for mentor/mentee activities is also critical in funding by ensuring that substitutes are in place to cover those pre-scheduled meetings.

Lastly, administration must continue their own professional pedagogical growth and ensure that they receive an up to date appraiser training. Administrators also need training and updates on frequency and quality of classroom observations, appropriate documentation, the law, etc. These trainings must be paid for by the organization when there is a cost involved.

With these allowable activities, La Fe Preparatory School will be able to establish a strong support for educators where they can grow in their pedagogical knowledge, practice, feel valued and empowered to make a difference for the children of the school.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The campus will implement a comprehensive recruitment and hiring process. This process will include participation with the University of Texas at El Paso Spring teacher fair targeted at recruiting highly qualified new teachers that are preparing to exit the teacher preparation program. The campus will also host their own teacher recruitment fair at the campus. This fair will be widely publicized at the university, at the Education Service Center Region 19, on the district's website, and through the local media outlets including radio and print. All teaching positions will be advertised on the district's website with sufficient notification to allow candidates to complete the application process thoroughly. Candidates will be screened using the methodology for highly qualified. Qualified candidates will be interviewed by a committee of teachers and administrators from the campus. All finalists will be verified and screened appropriately through the verification of references and the verification of all required certification documents and service records.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Through this grant program, participating teachers will have the opportunity to develop skills that will prepare them for career advancement opportunities. Instructional coach will serve as a role model for teachers and embed professional development strategies in the collaborative process that teach teachers how to apply techniques for cognitive coaching, leading collaborative teaming, guiding discussion, promoting a knowledge base of effective strategies, assisting teachers by demonstration, providing feedback through peer coaching, learning how to effectively plan with teachers, and guiding/facilitating onsite professional learning.

The mentor teachers will serve as a professional role model to mentees and teach them how the role of the mentor teacher is to always have the mentees best interest in mind. They have good communication and interpersonal skills such as active listening, questioning, and problem solving. They teach mentees how to act with diplomacy and how to give constructive feedback in a helpful and non-threatening manner. Mentor teachers will also teach mentees how to encourage the setting of realistic goals, how to make decisions on the amount of time that will be committed to the relationship and how to clarify roles and responsibilities in order to avoid misunderstandings about the expectations of one another.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

No waiver sought.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

N/A

No waiver sought.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

No waiver sought.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

No waiver sought.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Some of the challenges and limitations that the campus currently faces without grant funds include providing flexibility and additional time for collaboration with vertical and horizontal teams. The campus has limited resources to be able to pay for substitute teachers that will free up teachers for collaboration. The campus currently does not have funds to be able to hire an instructional coach that can guide the collaborative process and create continuity in unit planning and implementation at all grade levels. The campus currently does not have the funds to engage staff in professional development that is fee based and that is offered outside of Education Service Center Region 19. The campus also does not have funds to be able to send teachers as delegates to attend conferences across the state. Funds are limited and do not allow for the campus to contract with education consultants or to invite experts in education into the school to provide training and/or motivation.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the two years allotted by the grant we should be able to:

04/2014 through 06/2014

Secure highly qualified teachers for the 2014-2015 school year

04/2014 through 06/2014

Secure an instructional coach for the 2014-2015 school year start

07/2014 through 08/2014

Review data and plan staff development based on student academic data needs

Secure training dates, locations, presenters

Provide leadership professional development for the administration

Complete Campus Improvement Plan (CIP) for the year and for board approval based on goals and milestones

08/2014

Provide training week for new teacher orientation period

Provide training for all teachers prior to students' return based on campus needs for specific and targeted training

Development of a teacher mentor program and providing training to teachers to become mentors

09/2014 through 11/2014

Beginning of Year data collected through diagnostics tests

Planning lessons, interventions, targeted strategies

Professional Learning Communities

Conferences or training opportunities outside of campus that are specific to campus needs based on data

Informal walkthroughs ongoing by administration and conferences with teachers

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071807

Amendment # (for amendments only): N/A

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In teacher surveys provided after training sessions, teachers express their like or dislike of the training received. They are also asked to list or request further training that would benefit them individually, as a grade level, and as a campus. The teachers at La Fe Preparatory School have become data driven and that has helped in making campus based decision regarding what the staff needs for professional development that would fully impact their lesson delivery and student success.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation will be district-wide, as we only have one campus, La Fe Preparatory School, who will participate in the Educator Excellence Innovation Program.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: